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ABSTRACT

The primary goal of a multi-purpose project was to utilize both Literacy Volunteers of America (LVA) and Laubach Literacy Action (LLA) in training volunteers to teach English to refugees. Catholic Social Services trained 163 volunteers who were placed in adult basic education (ABE) classes, small group instruction settings, and one-to-one tutoring situations in York and Harrisburg, Pennsylvania. Students were recruited through brochures, bilingual posters and flyers, and word of mouth. Volunteers were recruited through notices in church bulletins, newspaper articles, public service announcements, brochures, and a display. To evaluate the project, training of tutors and their instructional methods were closely monitored, and all tutors and staff completed a questionnaire and were interviewed. Results showed that LVA tutors were younger than LLA tutors. Volunteers were mostly college graduates or individuals with prior teaching experience. LLA tutors felt more confident about their ability to begin teaching English as a second language (ESL) at the conclusion of training. Conclusions were that volunteers are best prepared if they are provided with a combination of both LVA and LLA training and ABE/ESL teachers need to be acquainted with both methods. (Appendixes include addresses of resource organizations and the questionnaire.) (YLB)

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VOLUNTEER ENGLISH AS A SECOND LANGUAGE INSTRUCTIONAL PROGRAM FOR NON-ENGLISH SPEAKING ADULTS

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Readers of this report are invited to send comments and/or questions to the Office of Migration and Refugee Services, 1500 Herr Street, Harrisburg, Pennsylvania 17103

ABSTRACT

VOLUNTEER ENGLISH AS A SECOND LANGUAGE INSTRUCTIONAL PROGRAM FOR NON-ENGLISH SPEAKING REFUGEES was a Special Demonstration Project with three integral component parts. The instructional aspect provided for English as a Second Language (ESL) services to refugees in the Pennsylvania communities of York and Harrisburg. The training component allowed Catholic Social Services (CSS) to recruit and train volunteers utilizing consultants from Literacy Volunteers of America (LVA) and Laubach Literacy Action (LLA). The comparative research done by CSS describes how both LVA and LLA methods, materials, and human resources can be used in a cooperative effort to deliver ESL services.

The research and project design compiled in this final report indicate that well-trained volunteers are a tremendous asset to existing adult education programs. Evaluations in this report were conducted formally and informally. A summary of the results shows that both the LVA and LLA offer outstanding training programs for tutors. However, they are most beneficial when augmented by continuing In-Servicing.

VOLUNTEER ENGLISH AS A SECOND LANGUAGE

INSTRUCTIONAL PROGRAM

FOR NON-ENGLISH SPEAKING ADULTS

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I. INTRODUCTION

Volunteer Englush As A Second Language Instruction Program for Non-English Speaking Refugees was a multi-purpose project. The primary goal was to utilize both LVA and LLA in training volunteers to teach English to refugees. As a result of reaching this goal, CSS trained 163 volunteers that were placed in ABE classes, small group instruction settings, and one to one tutoring situations. The objectives which supported this project were as follows:

1) Provide training in both LVA and LLA methods of ESL instruction to 30 persons from York, PA. and 100 persons from Harrisburg, PA.
2) Volunteers, once trained, will provide refugees otherwise serviced by CSS with up to 100 hours of ESL instruction.
3) Tutors and training staff will be asked to respond to a detailed questionnaire and interviews to examine the relative merits of both the LVA and LLA methods of instruction.
4) Provide in-service to full-time staff and volunteers in the area of ESL methods and techniques.
5) Work closely with local ABE programs and refer students and volunteers to these programs.
6) Contact other programs that exist in other states that utilize volunteers and assess how PA. can benefit from their experiences.

Volunteer English as a Second Language Instruction Program for Non-English Speaking Refugees was proposed and sponsored by Catholic Social Services, Diocese of Harrisburg, PA. The implementation of the project grew out of the Office of Migration and Refugee Services' concern that the newly arriving refugees receive the most individualized

and relevant type of ESL instruction. CSS felt that volunteers working closely with small groups of refugees would assure a speedier aquisition of English proficiency and life skill competencies.

CSS could not have carried out this project for the funds requested if it were not a part of a larger grant effort by the PA Department of Welfare to provide ESL instruction to refugees in Central Pennsylvania.

II. PROJECT DESIGN

Catholic Social Services began this project in July of 1982. An initial grant from the PA Department of Welfare funded CSS to begin to provide ESL instruction to refugees in the 22 county Central Region of Pennsylvania. This grant led to the application and receipt of a 310 grant from the PA Department of Education. This section of the report will describe the 310 project's organizational structure and procedures.

A. Project Staff

There were two full-time staff members - one director who was employed as the Director of Migration and Refugee Services and one full-time program coordinator. The full-time staff was assisted by two volunteers from the VISTA (ACTION) program. These two persons served as ESL coordinators in Harrisburg. A third coordinator was stipened through the Literacy Council in York, PA.

As the project was implemented, the Director became an advisor and financial administrator. He worked out of the Office of Migration and Refugee Services located in Harrisburg, PA. Within the same office, the Program Coordinator assumed the responsibilities for the recruiting of volunteers, placement of the refugees, training volunteers and matching volunteers with refugee students. It was that person's duty to arrange follow-up, evaluations, and in-service training sessions for staff and volunteers.

As the program expanded, the recruitment of volunteers and the provision of training and matching services were delegated to the three ESL coordinators.

An important consideration regarding staff is that of team effort while maintaining separate job responsibilities. Each staff member developed a sense of "ownership" for a certain aspect of this project. This atmosphere promoted creativity and pride in accomplishments. An interesting side effect was that this feeling of pride and "ownership" was transferred to the volunteers. After they were trained, volunteers were treated as professionals and permitted to structure their own ESL program to suit the needs of their refugee students. Most of the volunteers went beyond all expectations and spent many additional hours with their "adopted" refugees outside of the regular tutor hours.

B. CONSULTANTS

Other than the five staff members, CSS contracted with trainers from Syracuse, New York, representing both the LLA and the LVA organizations. Both sent expert trainers from their national level staff to Harrisburg to offer complete three-day training sessions. The guest presenters from New York were paid consultant fees and reimbursed for travel, lodging and meals. LVA was brought in at the outset of the program at the end of August, 1982. Their workshop provided the following:

1) Tutor Training
2) Volunteer Management Program
3) Personalized assistance in structuring our new volunteer ESL program.

LLA was invited to Harrisburg to present their tutor training workshop toward the end of the project. However, CSS made use of the expertise of the Harrisburg, Central Pennsylvania Literacy Council and the York Literacy Council in providing ESOL workshops and special in-service

training in the Laubach method throughout the project.

In addition to the above mentioned consultants, CSS staff received training and advice from the regional and National offices of United States Catholic Conference. In-services were held in both the areas of ESL and Volunteerism.

C. PROJECT LOCATION

CSS Office of Migration and Refugee Services is ideally located in Harrisburg PA. Office space was provided for the Director, Program Coordinator and the two Harrisburg ESL Coordinators. CSS made maximum use of an immediate referral system in view of the fact that the refugee resettlement coordinator was located in the same office. Refugees were tested and placed in ABE classes, small groups or one-to-one tutoring situations in a short amount of time. Those refugees being resettled in the York area by the Resettlement Coordinator were channeled through the ESL Program Coordinator and referred to the ESL Coordinator in York, PA. Test results and other intake forms were sent with the refugee or administered directly by the ESL Coordinator who operated out of the Literacy Council in a local church in downtown York.

D. SCHEDULES

See Appendix A for an explanation of the tasks involved and a further description of the Project Design.

E. AUDIENCE

Those interested in reading this report should be those agencies, institutions, and ABE programs that are interested in utilizing well-trained (professional) volunteers. Volunteers fill the gaps left by decreased funding and enhance the quality of ESL instruction.

CSS resettles refugees from Poland, Indo-China, Afghanistan, and Ethiopia. Any area that has had an influx of refugees of any nationality could benefit from implementing a volunteer-based ESL program. The advantages of such a program allow those Refugees that cannot secure transportation to traditional ABE-ESL class sites to be tutored in their homes. In the case of resettlement in urban areas where mass transit provides the means of getting to class, there are cases where the class size is so large that there cannot be adequate individualization within the class structure to give the very slow or beginning ESL student enough attention.

F. PROCEDURES AND ACTIVITIES

1. Recruitment

a. Students: Students were recruited in the following manner:

1) Brochure (developed by our ESL staff - See Appendix B) - distributed to sponsors, churches, social service agencies in contact with refugee clients.

2) Bilingual posters and flyers announcing the availability of ESL instruction.

3) Mutual assistance groups advertising through word of mouth and broadcasts in Vietnamese over the local Vietnamese radio station.

b. Volunteer tutros: Volunteers were recruited in the following manner:

1) Notices in church bulletins, articles in York and Harrisburg newspapers, television and radio Public Service Announcements, radio interviews with ESL staff and brochures distributed in the York and Harrisburg areas.

2) The ESL Staff attended the State Conference for PAACE, the LVA National Conference, the International TESOL Conference in Toronto and the Mayor's Commission on Literacy in Philadelphia. At all of the above there was a presentation of our 310 project.

3) A display was made on two portable boards describing the 310 project and the ESL program in general. This display traveled to two conferences, three shopping malls, and numerous colleges and church group fairs and conventions. The display was staffed by our volunteers who were asked to recruit persons and assist them in filling out our tutor data sheets.

NOTE: Locating the refugees seemed to pose more of a challenge than recruiting volunteers to tutor. The incentive to learn to teach English as a Second Language and the exciting prospect of learning about a foreign culture presented enough of a challenge to attract more volunteers than we could use as tutors. Some of these volunteers while awaiting a match with refugee students, were employed as volunteer public relations coordinators, clerical workers, and assistant trainers. Once involved in the program, they have remained throughout the year.

2) Enrollment

Pre-testing of the refugee's English proficiency was accomplished by using the evaluation tool developed by LVA. The ESLOA test provided an adequate measure for preliminary placement

and the selection of appropriate ESL curriculum for the student. Laubach and LVA trained tutors are taught to constantly monitor and evaluate their students' progress. Volunteers were responsible for submitting their monthly hours via a self-addressed stamped post card developed for this program (See Appendix C). In cases where we placed a volunteer tutor to assist a paid ESL classroom teacher, we tracked the hours of the "refugees" in that classroom only. We use the Department of Welfare's definition of refugee to determine eligibility in these situations.

3) Materials

CSS provided all training manuals for both the Laubach and LVA training sessions. CSS also utilized DPW monies to purchase a vast library of ESL texts, workbooks, tapes, and equipment for the use of the volunteer tutors. In order to offer the LVA training, CSS needed to purchase two slide projectors and cassette tape recorders and the complete training package of slides and tapes and manuals published by LVA on the subjects of Program Management, Public Relations, and effective tutor training.

Every tutor trained throughout this project received a book entitled I SPEAK ENGLISH . It covers all the material presented in the slides and tapes. Over 30 different handouts were disseminated to the volunteers covering the teaching of adults, ESL techniques, and student worksheets.

Sets of the Laubach material and training charts published through New Readers Press were purchased by CSS and given

to those tutors trained in the Laubach method.

A realia center was developed which housed teaching aids such as a complete tool box, a box of drug store items, a box of time-telling worksheets, clocks and exercises. Ten different life skill areas were designed into teacher aid boxes.

4) Methods

The methodology varied according to the type of training which was given to the tutor. A more detailed description of methods is found in the research section of this report.

G. EVALUATION

CSS closely monitored the training of the tutors by the ESL coordinators, their instructional techniques, the progress of their students, and their response to the LVA and Laubach methods.

All tutors and staff were asked to respond to a questionnaire and interviews which were devised by the Program Coordinator in cooperation with the participating ESL coordinators.

The program coordinator contacted ESL programs in various states to assess their use of LVA and LLA and determine appropriate recommendations for the adaptations of successful use of both national volunteer literacy organizations in the state of Pennsylvania.

H. COMPARATIVE RESEARCH

The writer of this report had a background of seven years in the field of English as a Second Language. She taught ESL

to Hispanics prior to 1975, and spent most of her time since that date servicing the refugees. Her training was received through seminars, weekend courses, and in-services. She is a member of the local affiliation of TESOL and has had experience tutoring one-to-one, working with small groups, classroom teaching, and program coordination. She has written curriculum which was distributed nationally through the United States Catholic Conference in the field of Vocational ESL. All this is intended to state that with her background in the field of ESL from an ABE perspective, she came to this project with little knowledge of the Literacy Organizations around which this program was to center. This appears to have become an asset rather than a liability. There was no prior allegiance or personal investment in either LVA or LLA. All the observations made concerning the effectiveness, and applications of these Literacy Organizations are made through the eyes of a typical ABE/ESL colleague.

The writer of this report went through the LVA and LLA training sessions with the rest of her ESL staff. Notes were maintained on the professionalism and content of the training, as well as the relative application to using the methodologies with refugees in various teaching situations.

In Appendix D you will find a copy of the survey which was mailed to 160 volunteer tutors and completed by the ESL coordinators. 66 of these were returned. Evaluations of the LVA and LLA workshops were also used in preparing the final section of this report.

Contact with the national staff of both organizations as well as interviews with national figures in TESOL have been incorporated into the conclusions that have been drawn.

III. RESULTS

1. LVA tutors recruited were younger than Laubach tutors. (Where and how the programs were publicized could have an effect on this result). Most LVA tutors were in the 20-30 age bracket.
2. Both attracted mostly college graduates and those volunteers with prior teaching experience.
3. LVA tutors received training free of charge whereas the majority of the Laubach tutors surveyed had paid for their training.
4. LVA-trained tutors during this year attended an average of three more in-services than the Laubach-trained tutors.
5. Both LVA and LLA tutors were split as to their feelings about the introduction of one text during training as opposed to various ESL texts that could be used in their tutoring experience.
6. Laubach tutors felt more confident as to their ability to begin teaching ESL at the conclusion of their 18-hour training.
7. Laubach tutors are accustomed to paying for their own materials, however, during this program, the purchase of these texts was not necessary.
8. Laubach tutors were not in as much contact with their Literacy Council as were the LVA tutors with their ESL coordinators. (A possible reason for this may lie in the fact that LVA tutors felt the need of further assistance and guidance).
9. The Harrisburg area was more clearly divided between LVA-trained and purely Laubach-trained tutors. York, however, provided a unique blend of training and provided an excellent example of how both methods can be used at the same time.
10. All the ESL coordinators were trained in both methods and supplied appropriate LVA or Laubach materials to trained volunteers.

IV. CONCLUSIONS/RECOMMENDATIONS

Please keep in mind when reading the following section that the conclusions were drawn from personal observations and from the evaluations and comments of tutors receiving the training. It reflects different training needs and goals for every individual who enters the training, with certain transferrable experiences and prior training, not necessarily in the field of ESL.

1. The Laubach training, which was 18 hours in length and extended over a three-day period, was intense. The training was structured around the assumption that the tutor would be using the texts provided by New Readers Press. The training was presented in lecture format followed by practice sessions. It was rigid and inflexible. It insisted that the tutors memorize a script style of speaking to their students which provides consistency and familiarity in order to put the students and tutors at ease.

2. Many trainees felt the training was presented in a very patronizing and condescending manner. Much time was spent on the details of phonics and sound production. The trainers "parrotted a script" and did not deviate from the "exact words" was the observation of many of the participants.

3. Constant lecture and learning by rote was boring and focused almost entirely on teaching the beginning student with no accomodation for the slightly more advanced student.

1. The LVA training which was also 18 hours in length and extended over a three-day period was presented in a comprehensive slide/tape format. This approach provided the tutor with a teacher's manual of ESL techniques called I SPEAK ENGLISH. The tutors were left to acquire their choice of ESL texts. A brief introduction to many of these standard ESL curriculums was included. Evaluations of this training found the tutors feeling that subjects had been "glossed over" in the attempt to cover the gamut of ESL techniques, culture shock, grammar, and life skills areas.
2. LVA training also provided time for demonstrations by the trainer and practice by the participants. The slides and tapes seemed to become too boring after the 6th segment.
3. The participants in the LVA training appeared to come away with more teaching strategies but less confidence than the LLA tutors who had concentrated on only a few. However, this left them hungry to receive additional training and many supplemented the training throughout the year by attending workshops and in-services and conferences at their own expense.

In York, PA, where both LVA and LLA were utilized, there seemed to be an overwhelming response from the tutors that the training was an enjoyable blend of lecture and slides and tapes. The tutors were left with the security of being introduced to the New Readers texts with which they had practiced and were familiar enough to use during those first threatening hours of ESL teaching experience. Furthermore, they had been introduced to the use of supplementary materials and through the more broad look of the

LVA slides and tapes, could utilize these texts more effectively.

The strengths of each training provided the ability to teach advanced as well as the beginning level ESL student. York also spread out their training. The tutors were matched with students and came to the latter training sessions filled with questions and more able to relate the training to actual application. The conclusion is that any training that is interspersed with actual tutoring experience becomes more relevant.

An unsolicited comment that was made on ten evaluations was that both LVA and LLA could spend more time on developing lesson plans. This comment was usually found on evaluations of those with no prior teaching experience.

To repeat, volunteers for this profect were placed in one-to-one tutoring situations, small groups and classrooms. Taking this into account, we have discovered the following:

Volunteers are best prepared if they are provided with a combination of both LVA and LLA training. Those that receive only LLA training make good tutors for low-level students and students who are illiterate in their native languages. The LLA tutors have a difficult time adapting to an ABE classroom where the teacher uses material other than the New Readers Press series entitled Laubach Way to English. They are very capable of taking one or two illiterate students out of the classroom for individualized instruction. However, the ABE/ESL teacher that is not trained in the Laubach method usually feels that introducing reading to her low-level student at an early stage and the stress on sight vocabulary and phonics is not reflective of his or her own teaching style. Because of the lack of understanding on the part of the ABE/ESL teacher, it was better

to place an LVA trained tutor in classrooms. These tutors were flexible and appreciated the guidance and supervision of the ESL teacher.

The ideal as we see it would be if Laubach Literacy Councils used LVA training as an in-service and the LVA affiliates would offer Laubach training as an in-service. The LVA tutors were very appreciative of the Laubach instruction which emphasizes that giant step to literacy and the Laubach tutors were enthralled by the introduction of varying techniques and the use of realia and the focus on life skills to enhance their tutoring.

The essential link is acquainting the ABE/ESL teachers with both of these methods as well as familiarizing the new tutors with the "old pros" in the field of ESL and basic reading. A mutual admiration society may take the place of the animosity that has arisin due to the lack of understanding on the part of the three sides of this triangle.

To overcome the fear of competition for volunteers and clients, CSS was fortunate to accomodate the program to meet the needs of Literacy Councils (in need of financial support and supplies and volunteer management techniques) of the LVA tutors (in need of in-servicing and constant contact with supervisors), and the overworked and underfunded ABE/ESL teachers (who were relieved to be provided with such well-trained professional ESL volunteer tutors). Clients' needs suddenly took priority and it was discovered that by blending training and utilizing the experience and expertise of each of the above-mentioned groups that they could network effectively.

LVA supplied practical and invaluable assistance in program management. Educating the ABE/ESL world to the effective use and the trust of volunteers will be a difficult job. The teachers feel frustrated (sometimes feeling the need to train volunteers), threatened (the volunteers being so professional and capable may take over their jobs with the impending funding cuts), and jealous (ESL teachers, as with volunteers, become very attached to their students and often enjoy the attachments and dependence that the students place on them).

In order to acheive the maximum use of Literacy Organizations in Adult Education programs, it will be necessary to educate these professionals in the use of volunteerism.

RESOURCES FOR FURTHER INFORMATION ON THIS TOPIC

Laubach Literacy Action
National Office:
Priscilla Gibson (trainer sent to Harrisburg)
1320 Jamesville Avenue
Box 131
Syracuse, N.Y. 13210

Literacy Volunteers of America
National Office:
Jonathan McKallip (trainer sent to Harrisburg)
404 Oak Street
Syracuse, N.Y. 13203

York Literacy Council
Sara Atkinson (ESL Coordinator for this program)
27 North Queen Street
York, PA 17403

William Reich, Stateside ESL Director
(trained staff in competancy-based ESL/use of curriculum developed by ICMC and used in the Refugee camps. Used our program as a model program in the use of Volunteers at the 1983 TESOL convention in Toronto, Canada)
United States Catholic Conference
1312 Massachusetts Avenue, N.W.
Washington, D.C. 20005

MILESTONE CHART OF MAJOR TASKS

(July1, 1982- June30,1983)

APPENDIX A

MAJOR TASKS	MONTHS 1	2	3	4	5	6	7	8	9	10	11	12
1. Recruited and hired a person as ESL Program Coordinator	X											
2. Integrated two(2) existing VISTA volunteers into the Harrisburg ESL program.	X											
3. Established a base of operations in York, Pa. and a contact person was designated.	X											
4. Located the ESL Program Coordinator in Harrisburg and titled the two VISTAs and the York contact - ESL Coordinators. All staff oriented by Project Director .	X											
5. Literacy Volunteers of America- three day training workshop		X										
6. Ordered ESL instructional materials and printed brochure		X										
7. ESL Coordinators recruited and tested all refugees		X	.....									
8. ESL Coordinators recruited and trained volunteer tutors		X	.....									
9. ESL Coordinators identified locations in community where tutoring could take place.			X	.....								
10. CSS arranged In-Services				X	X	X		X		X	X	
11. ESL Coordinators trained volunteers to assume key leadership roles in the operation of the ESL program				X	.....							
12. Linkages established with local Volunteer Services, ABE Centers, Intermediate Units, Social Service agencies, and Senior Citizen Groups.						X	.....					
13. Laubach Literacy Action - three day training workshop											X	
14. Survey of Compaison of LVA and LLA distributed and returned												X
15. Evaluation of program by PDE, and internal evaluations completed. Final report prepared.											X	X

** THE VOLUNTEER **

You may have never taught before
You may be seventeen or seventy
You may be concerned about refugees
You may be a Volunteer ....

Call (717) 232-0568

** THE MIDDLE STUDENT **

You may be thirteen or older
You may be living in the U.S. for less than thirty-six months
You may be very anxious to learn English and get a job
You may need us ....

Call (717) 232-0568

...

ESL FOR REFUGEES

OUTSIDE COVER OF BROCHURE

BEST COPY AVAILABLE

APPENDIX C

I am alone . . .

I am afraid . . .

In silence, I cry for your help . . .

I am a refugee.

** THE PROGRAM **

The Harrisburg office of Migration and Refugee Services has been funded for the 1982-83 fiscal year to provide English as a Second Language instruction.

This program assists the refugees in improving their English proficiency, including survival and employment language, so that the refugees can become self-sufficient.

Homebound tutors, classroom sites and/or small group instruction is provided for refugees throughout Central Pennsylvania.

Refugees in need of services or volunteers who wish to become trained to teach E.S.L. can be referred to the coordinator nearest their location:

Harrisburg - My Ngo or Vicki Beardsley
(717) 232-0568
York - Sara Atkinson
(717) 854-6674
Lancaster - Ruth Morehead
(717) 569-8561
Lebanon - Joan Henry
(717) 274-0778
State College - Tuesday Johnson
(814) 238-1809

If you desire further information about the program contact Linda Carl,

MIGRATION AND REFUGEE SERVICES
of
Catholic Social Services
1500 Herr Street
Harrisburg, PA 17103
(717) 232-0568

***

INSIDE OF BROCHURE

BEST COPY AVAILABLE

APPENDIX D

TUTOR HOURS

Tutor's Name _____

Phone Number _____

Student's Name _____

Student's S.S.# _____

MONTH _____

	MON	TUE	WED	THU	FRI	SAT
Wk 1						
Wk 2						
Wk 3						
Wk 4						
Wk 5						

Other Hours ____ Tutor Hours ____

SELF ADDRESSED STAMPED POST CARD

USED FOR REPORTING VOLUNTEER HOURS

CATHOLIC SOCIAL SERVICES

DIOCESE OF HARRISBURG, PA., INC.

MIGRATION AND REFUGEE SERVICES

April 20, 1983

Dear Volunteer,

This year Migration and Refugee Services of Catholic Social Services received a grant from the PA Department of Education to conduct a special project. We were asked to study two National Volunteer Literacy organizations Laubach Literacy Action (LLA) and Literacy Volunteers of America (LVA). In order to write a paper on this topic, we need to collect data and comments from you, the tutor, teacher and volunteer.

I realize that this is a lengthy form, however to get all the comparisons and merits of both LVA and LLA we felt that all the questions on it were necessary.

It is vital that you complete this form and return it in the self-addressed stamped envelope by May 13th. Both LVA and LLA of Syracuse N.Y. are extremely interested in your responses. Please feel free to add any additional comments.

Thanking you in advance for your cooperation,

Linda Carl

Linda Carl
ESL Program Coordinator

1500 HERR STREET HARRISBURG, PENNSYLVANIA 17103 PHONE: (717) 232-0568

L.V.A./LAUBACH 310 SURVEY

PERSONAL DATA

Name (optional) _____ Age _____

Address _____ Phone _____

Present Employment _____ Retired ____yes ____no

Highest Level of Education (check one) H.S. _____ College _____ Grad Work _____

If college what major? _____

Had previous teaching experience before involvement in E.S.L. yes _____ no _____

Position Volunteer Tutor _____ Council officer _____ part time paid staff _____

Full time paid staff _____ other _____

ESL TRAINING

Please respond by answering the questions as completely as possible regarding your ESL trai by LVA or ESOL training by Laubach or both.

LVA

1. Where _____
2. When _____
3. By whom _____
4. Certificate received yes _____ no _____
5. Cost of training _____
6. I found the slide/tape presentation to be:
   a. _____ easy to understand
      _____ difficult to understand
   b. _____ enjoyable
      _____ boring
   c. _____ comprehensive
      _____ incomplete
7. Upon completion of my LVA training, I felt:
   _____ confident
   _____ uncertain about my ability to teach ESL
8. Comments on Training

_____

_____

_____

_____

_____

LAUBACH

1. Where _____
2. When _____
3. By whom _____
4. Certificate received yes _____ no ___
5. Cost of training _____
6. I found the Laubach training to be:
   a. _____ easy to understand
      _____ difficult to understand
   b. _____ enjoyable
      _____ boring
   c. _____ comprehensive
      _____ incomplete
7. Upon completion of the Laubach training, I felt:
   _____ confident ____uncertain about my ability to teach ESL
8. Comments on Training

_____

_____

_____

_____

_____

IN SERVICE TRAINING AND FOLLOW-UP

LVA TRAINED

1. Please list workshops, In-Services, Conferences and Meetings that you have attended to learn more about the field of ESL since July 1982.

_____

_____

_____

_____

_____

_____

_____

_____

2. My contact with the trainers or administrators of the ESL program since completion of initial training has been:
never ____ infrequent ____ frequent ____

3. Please list other services you have provided the ESL program as a volunteer (example - publicity, clerical).

_____

_____

_____

_____

4. In conclusion, do you feel that the follow-up training and support has been:
adequate _____ inadequate _____

LAUBACH TRAINED

1. Please list workshops, In-Services, Conferences and Meetings that you have attended to learn more about the field of ESL since July 1982.

_____

_____

_____

_____

_____

_____

_____

_____

2. My contact with the trainers or administrators of the ESOL program since completion of initial training has been:
never ____ infrequent ____ frequent ___

3. Please list other services you have provided the ESOL program as a volunteer (example - publicity,clerical).

_____

_____

_____

_____

4. In conclusion, do you feel that the fol up training and support has been:
adequate _____ inadequate _____

MATERIALS

1. I paid for my own materials:
yes _____ no _____

2. In addition to texts, what other teaching aides have you used?

_____

_____

_____

1. I paid for my own materials:
yes _____ no _____

2. In addition to texts, what other teach aides have you used?

_____

_____

_____

MATERIALS CONTINUED

3. Do you feel that there is an advantage or a disadvantage to not having one particular text (student books & teachers manuals) incorporated into the training sessions? Please comment:

_____

_____

_____

_____

3. Do you feel that there is an advantage or disadvantage to having one particul text (student books & teachers manuals) incorporated into the training session Please comment:

_____

_____

_____

_____

TUTORING EXPERIENCE DATA

1. How long have you been tutoring? _____
2. Your experience has been in (check as many as applicable)

   _____ one to one _____ small group _____ classroom
3. What level students have you taught? (check as many as applicable)

   _____ illiterate _____ beginner _____ intermediate _____ advanced
4. In what locations have you tutored?

   _____ Center _____Home Other _____
5. If you taught illiterates in native language or beginners, did you teach reading?

   _____ yes _____ no

   Comment: _____
6. Please number in order which reflects the emphasis you place on the following as part of your language instruction. No. 1 will be of most importance and the skill on which you spend the most time. No. 5 will be that part of language instruction on which you spend the least time.

   _____ Listening

   _____ Reading

   _____ Acculturation

   _____ Speaking

   _____ Writing

TUTORING EXPERIENCE CONTINUED

Please answer the following only if you have received both the LVA and LAUBACH training.

	LVA	LAUBACH
1. Which do you consider to have given the most comprehensive ESL training.	____	____
2. Which training do you consider the most beneficial in preparing to tutor a beginning student?	____	____
3. Which training do you consider the most beneficial in preparing to tutor an advanced student?	____	____
4. Which training was presented by the most professional and motivating trainer?	____	____

5. What do you see as the major difference between LVA and LAUBACH?

6. What do you feel is the major strength of LVA?

7. What do you feel is the major weakness of LVA?

8. What do you feel is the major strength of Laubach?

9. What do you feel is the major weakness of Laubach?

10. How could LVA and Laubach be used more effectively to compliment each other?

To Be A Refugee - - -

A MATTER OF LIFE WITH ENGLISH, OR DEATH, WITHOUT . . .

We call them "boat people" as they cast out in small boats in the China Sea. Those that survive we call refugees.

They are people with deep roots in village life and with a reverence for family that Americans can understand.

But at that moment they have risked that family unity in a desperate search for a better future — at least for their children.

They have done everything they can do to be free. Now it is up to us. Moi Tieu, a Chinese refugee, saw her son fall down a flight of stairs and suffer a concussion. With the few English words she had learned from the ESL volunteer, she was able to call for an ambulance, an action that saved her son's life. This incident dramatizes the first goal of English as a Second Language Program (ESL): to equip refugees with enough vocabulary to survive.

The Harrisburg office of Migration and Refugee Services has been funded for the 1982-83 FY to provide English as a Second Language instruction for refugees and others such as Moi Tieu. This program assists refugees in improving their English proficiency, including survival and employment language, so that they can become self-sufficient.

The ESL program has existed for several years in the Catholic Diocese of Harrisburg, but this year, through a grant from the Pennsylvania Department of Welfare and a Section 310 adult education grant the program has been expanded to cover five areas: Harrisburg, Lancaster, Lebanon, York, and State College. Coordinators have been hired for each area and recruitment is underway for each of the 24 counties covered by the program.

Each center offers volunteer tutors 15-18 hours of training in simple teaching methods. Field trips are the most successful instructional tool and tutors can expect to spend up to four hours a week teaching refugees 16 years of age or older. Each center attempts to match the tutor to a refugee by their mutual interests. Presently most of the refugees in the program are from Poland, Afghanistan and Indochina.

Joseph M. Capita, Program Director has been Director of Migration and Refugee Services for over two years. He holds a Master of Arts in American Studies with a concentration in Ethnic History and has served with numerous groups concerned with the problem of refugee resettlement. Some unique characteristics of this ESL program include picture files for teachers, the utilization of Literacy Volunteers of America, Laubach Literacy and ABE/GED sites and teaching methods, teaching sites in mental health, community and group homes, the Brethren Volunteer Service which trains people in Polish Language and cultures so they can travel to Poland and teach English, a VISTA program component using Vista Volunteers as program coordinators and additional community services such as translating, counseling and clerical services for groups in several areas.

An important part of spreading the word of the ESL program is a volunteer who serves as public relations coordinator. Through her efforts the program has had exposure on a radio talk show, numerous newspaper articles, mailing brochures, flyers, posters, etc. The PR office also distributes a monthly newsletter.

According to 1981 records, the number of refugees in Pennsylvania exceeds 30,000 with one-sixth of these living in the central part of the state. Under the auspices of the Catholic Social Services for the Diocese of Harrisburg, this migration and refugee service program is meeting a serious need at minimal cost to the community.

Buzz readers wishing more information about the program should contact in Harrisburg, My Ngo or Vicki Beardsley at (717) 232-0568; in York, Sara Atkinson at (717) 854-6674; in Lancaster, Ruth Morhead at (717) 569-8561; in Lebanon, Jean Henry at (717) 274-0778; and in State College, Tuesday Johnson, at (814) 238-1809.

COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
333 MARKET STREET
P. O. BOX 911
HARRISBURG, PA 17108

717-787-5532

April 19, 1983

Mr. Joseph Capita
Project Director
Catholic Social Services
1500 Herr Street
Harrisburg, PA 17103

Re: Contract No.: 98-3022
Agency No.: 2-15-22-151-3

Dear Mr. Capita:

As a result of an adult education evaluation visit, Monday, April 11, 1983, by Larrie H. McLamb, Jr., commendations and recommendations are being made for your consideration.

Your ABE 310 Special Project is one of over 100 adult education programs which will be evaluated by state staff this year.

The following are the commendations:

1. Being able to establish great cooperation with the National Literacy Volunteers of America and the National Laubach Association has been instrumental in the success of the realization of the project.
2. Good working relations with Harrisburg OIC, Altoona, and Lancaster-Lebanon I.U. #13 have been most beneficial to the project's total process.
3. The volunteers showed their dedication to your project by paying their own money to attend staff development workshops. Such action speaks well for the project.
4. Your publicity drive has been very strong as well as your linkages; very noteworthy.
5. The self-addressed postcard used to submit reported tutor hours is a great idea and can expedite the reporting process.

The recommendations are as follows:

1. As it stands, you are well ahead of schedule; therefore, begin final procedures upon completion of project, if you wish. Although all finals are due 60 days after the completion project, you may submit them prior to that time.
2. Let those who'll replicate your project know how to avoid loopholes as you write your final report.

If you have any comments regarding the above recommendations and commendations, please contact Larrie H. McLamb, Jr. at the above number. I am requesting you to respond to receipt of this letter and to write a response directly to me within the next few weeks. I would also appreciate your comments concerning the services and technical assistance your program receives from my staff.

Sincerely,

John Christopher, Chief
Division of Adult
and Continuing Education

JC/LHM/a351/chs2700